**LA.9-10.R.CCR.1** - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

* When we read for the topic and research material to support the facts about nutrition.
* The chemical effects of foods on the body.
* Nutritional needs of the body to maintain a proper body weight
* The biological aspect of food and organs of the body interaction of the body
* Research chemical reaction of foods during cooking**LA.9-10.RST.9-10.3** - [Grade Level Standard] - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**LA.9-10.RST.9-10.1** - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**LA.9-10.R.CCR.2** - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

* A research paper on nutrition
* Portion Control
* Nutritional Analysis
* Research the human’s body best weight
* Research how bacteria effects the food

**LA.9-10.R.CCR.2** - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

* Writing a research paper
* Discuss using data to support , write a conclusion of why students become obese (includes individuals, events, and interaction during the of study

**LA.9-10.RST.9-10.3** - [Grade Level Standard] - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

* Analyze recipes, assemble ingredients, go through multistep procedure
* The experiment of the results of cooking

**LA.9-10.R.CCR.4** - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

* Create a vocabulary list for food, safety precautions, decay

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| ***LA.9-10.*** *- Craft and Structure* |
|  |  |  |  |  | ***LA.9-10.R.CCR.4*** *- [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.* |
|  |  |  |  | *0* | ***LA.9-10.RST.9-10.4*** *- [Grade Level Standard] - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.* |
|  |  |  |  |  | ***LA.9-10.R.CCR.5*** *- [Anchor Standard] - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.* |
|  |  |  |  | *0* | ***LA.9-10.RST.9-10.5*** *- [Grade Level Standard] - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).* |
|  |  |  |  |  | ***LA.9-10.R.CCR.6*** *- [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.* |
|  |  |  |  | *0* | ***LA.9-10.RST.9-10.6*** *- [Grade Level Standard] - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.* |
|  |  |  |  |  | ***LA.9-10.*** *- Integration of Knowledge and Ideas* |
|  |  |  |  |  | ***LA.9-10.R.CCR.7*** *- [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
|  |  |  |  | *0* | ***LA.9-10.RST.9-10.7*** *- [Grade Level Standard] - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.* |
|  |  |  |  |  | ***LA.9-10.R.CCR.8*** *- [Anchor Standard] - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.* |
|  |  |  |  | *0* | ***LA.9-10.RST.9-10.8*** *- [Grade Level Standard] - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.* |
|  |  |  |  |  | ***LA.9-10.R.CCR.9*** *- [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.* |
|  |  |  |  | *0* | ***LA.9-10.RST.9-10.9*** *- [Grade Level Standard] - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.* |
|  |  |  |  |  | ***LA.9-10.*** *- Range of Reading and Level of Text Complexity* |
|  |  |  |  |  | ***LA.9-10.R.CCR.10*** *- [Anchor Standard] - Read and comprehend complex literary and informational texts independently and proficiently.* |
|  |  |  |  | *0* | ***LA.9-10.RST.9-10.10*** *- [Grade Level Standard] - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.* |
|  |  |  |  |  | ***LA.9-10.WHST*** *- [Strand] - Writing* |
|  |  |  |  |  | ***LA.9-10.*** *- Text Types and Purposes* |
|  |  |  |  |  | ***LA.9-10.W.CCR.1*** *- [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.* |
|  |  |  |  |  | ***LA.9-10.WHST.9-10.1*** *- [Grade Level Standard] - Write arguments focused on discipline-specific content.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.1.a*** *- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.1.b*** *- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.1.c*** *- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.1.d*** *- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.1.e*** *- Provide a concluding statement or section that follows from or supports the argument presented.* |
|  |  |  |  |  | ***LA.9-10.W.CCR.2*** *- [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.* |
|  |  |  |  |  | ***LA.9-10.WHST.9-10.2*** *- [Grade Level Standard] - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.2.a*** *- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.2.b*** *- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.2.c*** *- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.2.d*** *- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.2.e*** *- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.2.f*** *- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).* |
|  |  |  |  |  | ***LA.9-10.W.CCR.3*** *- [Anchor Standard] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.3*** *- [Grade Level Standard] - (See note; not applicable as a separate requirement)* |
|  |  |  |  |  | ***LA.9-10.*** *- Production and Distribution of Writing* |
|  |  |  |  |  | ***LA.9-10.W.CCR.4*** *- [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.4*** *- [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* |
|  |  |  |  |  | ***LA.9-10.W.CCR.5*** *- [Anchor Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.5*** *- [Grade Level Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.* |
|  |  |  |  |  | ***LA.9-10.W.CCR.6*** *- [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.6*** *- [Grade Level Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.* |
|  |  |  |  |  | ***LA.9-10.*** *- Research to Build and Present Knowledge* |
|  |  |  |  |  | ***LA.9-10.W.CCR.7*** *- [Anchor Standard] - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.7*** *- [Grade Level Standard] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.* |
|  |  |  |  |  | ***LA.9-10.W.CCR.8*** *- [Anchor Standard] - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.8*** *- [Grade Level Standard] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.* |
|  |  |  |  |  | ***LA.9-10.W.CCR.9*** *- [Anchor Standard] - Draw evidence from literary or informational texts to support analysis, reflection, and research.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.9*** *- [Grade Level Standard] - Draw evidence from informational texts to support analysis, reflection, and research.* |
|  |  |  |  |  | ***LA.9-10.*** *- Range of Writing* |
|  |  |  |  |  | ***LA.9-10.W.CCR.10*** *- [Anchor Standard] - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.* |
|  |  |  |  | *0* | ***LA.9-10.WHST.9-10.10*** *- [Grade Level Standard] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.* |

Standards Linked To This Lesson Plan